

KYAE Common Core Standards

## Unpacking Chart for Literature Standards (Kindergarten)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RLK.1 With prompting and support , ask and answer questions about key details in a text	With prompting, and support, ask and answer	questions about key details	in a text	Understanding	Display a hand chart in the classroom. Each finger will have the label, Who, What, Where , When and Why. The students use this prompt to answer key details in the story.
RLK.2 With prompting and support, retell familiar stories , including key details	With prompting and support, retell	familiar stories	including key details	Remembering	Using a rubric of the 5 W's on the hand chart, students will retell the plot of a current popular movie or TV show.
RLK.3 With prompting and support, identify characters, settings and major events in a story.	With prompting and support, identify	characters, settings, and major events	in a story	Remembering	Display a Story Map chart in the classroom with the following: Setting, Characters, Problem. 3 Events, Solution/ Outcome. Students will use this prompt to identify those parts of the story
RLK.4 Ask and answer questions about unknown words in a text	Ask and answer	questions about unknown words	in a text	Understanding	While reading a story, students write unknown words on a premade blank grid. Students write how the word is used in the sentence and what clues they could use to figure out the word.

RLK.5 Recognize common types of texts (e.g., storybooks, poems).	Recognize	common types	of texts	Remembering	Present various types of texts familiar to the students (e.g., classic fairytales, nursery rhymes, songs) and cards with the name of each type of text. After reviewing each type, ask the students to think of other examples that they can think of for each type. Then ask the students to place the cards on each example of text.
RLK.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	With prompting and support,  name  and define	the author and illustrator  the role of each in telling	of a story  the story	Remembering	Model how to find the name of the author and illustrator of a book and explain the role of each in telling the story as a book is read aloud. Then ask the students to choose a book that they have previous experience with (e.g., another book that has been read aloud) and identify the author, illustrator and their roles.
RLK.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	With prompting and support,  describe	the relationship between	the illustrations and the story in which they appear.	Remembering	Choose a text that has detailed illustrations and the topic relates to the students (e.g., families, holidays). Read the first few pages of the text and describe how the illustrations support the text and add more detail. Then read the next two pages aloud and ask the students to discuss with a partner how the illustrations relate to the text.
RLK.8 (not applicable to literature)					

RLK.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	With prompting and support, compare and contrast	the adventures and experiences of characters	in familiar stories	Analyzing	Choose a story that is familiar to the students (e.g., fairytales, folktales). Read the first part of the text aloud and discuss how the adventures/experiences of the characters are the same and different. Then read the next part of the text and discuss together how the adventures/experiences of the characters are the same and different in the part. Then read the last part of the text, and ask students to have the same discussion with a partner.
RLK.10 Actively engage in group reading activities with purpose and understanding.	Actively engage	in group reading activities	with purpose and understanding	Analyzing	As instruction occurs each of the literary standards, clearly write and state the standard, explain how it relates to reading and revisit the standard during the lesson. At the end of the lesson, ask the students to demonstrate their understanding of the standard (e.g., recognize, name, compare/contrast).

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## Unpacking Chart for Literature Standards (1st Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RL1.1 Ask and answer questions about key details in a text	Ask and answer	questions about key details	in a text	Understanding	Using the details in a text and or prior knowledge, the students will fill out a Herringbone chart as a guide. Students will answer the question Who, What, Where When ,Why and How
RL1.2 Retell stories , including key details, and demonstrate understanding of their central message or lesson	Retell and demonstrate understanding	stories, of the central message or lesson	including key details	Understanding	Teacher explains that the main idea tells who or what the story is about. Each student will retell a familiar fairy tale and give 3 main details
RL1.3 With prompting and support, identify characters, settings and major events in a story	With prompting and support, identify	characters, settings and major events	in a story	Understanding	Display a chart in the classroom with the following Story Map Chart containing: Setting, Characters, Problem, 3 Events, and Solution/ Outcome. Students will use this chart to retell a story they have read.

RL1.4 Ask and answer questions about unknown words in a story	Ask and answer	questions about unknown words	in a story	Understanding	While reading a story, students write unknown words on a premade blank grid. Students write the page number of where the word is found and how the word is used in the sentence. The class fills out the word definitions together.
RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Explain  drawing on	major differences  a wide reading	between books that tell stories and books that give information  of a range of text types	Remembering	Present various types of texts familiar to the students (e.g., classic fairytales, nursery rhymes, informational texts about people, places and things) and cards with the name of each type of text (i.e., fiction-books that tell stories, nonfiction-books that give information). After reviewing each type, ask the students to think of other examples that they can think of for each type. Then ask the students to place the cards on each example of text and explain the difference.
RL1.6 Identify who is telling the story at various points in a text..	Identify	who is telling the story at various points	in a text	Remembering	Choose a text that has characters with dialogue that express their feelings about other characters, places and things (e.g., classic fairytales). Model how as a reader you can use the text (e.g., Duck said,) and punctuation (i.e., "Where are you going?") to identify when a character is speaking. In addition, then explain how to use the text to identify how the character expresses his/her opinion in the dialogue. Read the first page(s) of the text, and

					ask the students to identify the character(s) that are speaking and what thoughts are being expressed. Continue through each set of pages, then require the students to read the end of the text independently and demonstrate their understanding of the standard.
RL1.7 Use illustrations and details in a story to describe its characters, setting, or events.	Use  to describe	illustrations and details  its characters, setting, or events	in a story	Understanding	Choose a text that has detailed illustrations and the topic relates to the students (e.g., families, holidays). After reading the beginning of the text (i.e., model and guided practice) with the students and discussing how the text and the illustrations provide details about the characters, setting and events, add the details to a story elements graphic organizer. Then have the students read the rest of rest of the text independently and fill out the rest of the graphic organizer making connections between the illustrations and the text.
RL1.8 (not applicable to literature)					
RL1.9 Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast	the adventures and experiences of characters	in stories	Analyzing	Choose a story that is familiar to the students (e.g., fairytales, folktales). Read the first part of the text aloud and model/discuss how the adventures/experiences of the characters are the same and

					different using a graphic organizer (e.g., Venn diagram or T-chart) to record ideas. Then read the next part of the text with the students and ask them to discuss how the adventures/experiences of the characters are the same and different with a partner. Add the new information to the graphic organizer. Then ask the students to read the last part of the text independently, and add any new information to the graphic organizer.
RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	With prompting and support, read	prose and poetry of appropriate complexity	for grade 1.	Analyzing	As each literary standard is taught, choose text for students to read that is in the 1 <sup>st</sup> grade complexity band. As students utilize this level of text with each of the listed literary standards, require the students to demonstrate their understanding of each standard (e.g., identify, explain, compare/contrast).

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## Unpacking Chart for Literature Standards (2nd Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RL2.1 Ask and answer such questions as who, what, where , when why and how to demonstrate understanding of key details in a text.	Answer and to  to demonstrate understanding	questions as who, what, where, when , why and how  of key details	in a text	Understanding	Student will fill out a question grid of who, what, where, when, why and how to demonstrate understanding of a story the class has read.
RL2.2 Recount stories, including fables and folktales from diverse cultures and determine their central message , lesson or moral	Recount  and determine	stories ,  their central message, lesson or moral	including fables, folktales from diverse cultures	Understanding	After the class has read a few Aesop fables, students will determine the lesson or moral of the story and how it applies to real life.
RL2.3 Describe how characters in a story respond to major events and challenges	Describe how  respond to	characters  major events and challenges	in a story	Understanding	After reading a realistic fiction or mystery, students will make a T chart and list how the character responds to major events in the story.
RL2.4 Describe how words and phrases (e.g. , regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story,	Describe how	words, phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm	in a story , poem or song	Understanding	Using lyrics from a rap song students have chosen, they will describe how the rhymes, rhythm and alliteration add enjoyment and meaning to the song.



poem or song.		and meaning			
<p>RL2.5</p> <p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Describe</p> <p>including describing</p>	<p>the overall structure</p> <p>how the beginning introduces</p> <p>and the ending concludes</p>	<p>of a story</p> <p>the story</p> <p>the action</p>	Understanding	<p>Present various types of texts familiar to the students (e.g., classic fairytales, nursery rhymes, informational texts about people, places and things) and cards with the name of each type of text (i.e., fiction-books that tell stories, nonfiction-books that give information). After reviewing each type, ask the students to think of other examples that they can think of for each type. Then ask the students to place the cards on each example of text and explain the difference.</p>
<p>RL2.6</p> <p>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Acknowledge</p> <p>including by speaking</p>	<p>differences in the points of view</p> <p>in a different voice for each character when reading</p>	<p>of characters</p> <p>dialogue aloud</p>	Understanding	<p>Choose a text that has characters with dialogue that express their feelings about other characters, places and things (e.g., classic fairytales that can be read to children). Model how as a reader you can use the dialogue (e.g., "This porridge is too hot!" she exclaimed.) to identify what the character is thinking and how the she would say the dialogue. Read the first part of the text together, stopping occasionally to ask the students to identify the</p>

					character(s) that are speaking and what thoughts are being expressed. Then ask them to reread the dialogue using their knowledge of the characters feelings. Last, require the students to read the end of the text independently and demonstrate their understanding of the standard.
RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Use  to demonstrate understanding	information gained from illustrations and words  of its characters, setting, or plot	in a print or digital text	Understanding	Choose a text that has detailed illustrations and the topic relates to the students (e.g., families, holidays). After reading the beginning of the text (i.e., model and guided practice) with the students and discussing how the text and the illustrations provide details about the characters, setting and events, add the details to a story elements graphic organizer. Then have the students read the rest of the text independently and fill out the remainder of the graphic organizer making connections between the illustrations and the text.
RL2.8 (not applicable to literature)					
RL2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by	Compare and contrast	two or more versions of the same story	by different authors or from different cultures	Analyzing	Choose a story that is familiar to the students (e.g., fairytales, folktales). Ask students to read the text and identify the characters, setting, and major events on a graphic organizer. Then present another version

different authors or from different cultures.					of the same story and ask students to read and identify the key elements on the same graphic organizer. Discuss with the students how the elements are the same and different. Ask students to summarize the comparisons and contrasts in a paragraph.
RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend	literature,	including stories and poetry in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Analyzing	As each literary standard is taught, choose text for students to read that is in the grade 2 complexity band and increasing to the grade 3 band. As students utilize this level of text with each of the listed literary standards, require the students to demonstrate their understanding of each standard independently (e.g., describe, compare/contrast).

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## Unpacking Chart for Literature Standards (3rd Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RL3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	Ask and answer  referring explicitly	questions to demonstrate understanding  to the text	of a text  as the basis for the answers	Understanding	Teacher begins with introducing the QAR strategy of "Right There" questions. These are questions that can be answered directly from the text. Students read the question and highlight the answer , "right there" in the text.
RL3.2 Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message, lesson or moral and explain how it is conveyed through key details in the text	Recount  determine  and explain	stories  the central lesson or moral  how it is conveyed	including fables, folktales and myths from diverse cultures  through key details in the text	Understanding	After reading a folktale the students will list key details about what the character says and does and then come up with the lesson the character has learned.
RL3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	Describe  Explain how	the characters  the actions contribute	in a story  to the sequence of events	Understanding	Students will use a cause and effect chart to explain how the character's actions are responsible for the events in the story.

RL3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non literal language	Determine the meaning  distinguish	of words and phrases  literal from non literal language	in a text	Understanding	Using a book containing multiple meaning words or idioms ( e.g. Amelia Bedelia by Peggy Parrish) the students will draw an illustration of the multiple meaning of words.
RL3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Refer  when writing or speaking  describe	to parts of stories, dramas, and poems  about a text  how each successive part builds	using terms such as chapter, scene, and stanza;  on earlier sections	Understanding	Present various types of texts to the students (e.g., stories drama/plays, and poems). As each type of text is read, discuss how the text is structured by using a graphic organizer to identify the key elements. Then ask the students to describe how each part of the text builds on the others.
RL3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Distinguish	their own point of view	from that of the narrator or those of the characters	Analyzing	Discuss with the students the meaning of the term point of view (i.e., the way a person thinks and feels about something). Choose a text that has characters that portray feelings about others and events (e.g., losing a job, moving to a new home). Read the first part of the story aloud and model how to use clues in how the character acts, what they say or think and what the narrator reveals to determine a character's point of view about others and events. Mark these clues with a Post-it note. Then discuss how your feelings

					are similar or different to the character and place them next to the clues with a different color Post-it note. Ask the students to continue reading independently the rest of the text and use the Post-its to note the character's point of view and their own.
RL3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Explain	how specific aspects of a text's illustrations contribute to what is conveyed	by the words in a story	Analyzing	Choose a text that has detailed illustrations and the topic relates to the students (e.g., families, holidays). After reading the beginning of the text (i.e., model and guided practice) with the students, discuss how the text and the illustrations provide details about the characters, setting, events and create a mood. Add the details to a story elements graphic organizer. Then have the students read the rest of the text independently and fill out the remainder of the graphic organizer making connections between the illustrations and the text.
RL3.8 (not applicable to literature)					
RL3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about	Compare and contrast	the themes, setting and plots	of stories written by the same author about the same or similar characters	Analyzing	Choose at least two stories that are relevant to the students (e.g., family relationships, real life problems) and meet the criteria in the standard. Ask students to read the first text

the same or similar characters (e.g., in books from a series).					and identify the characters, setting, and major events on a graphic organizer. Then present the second text and ask the students to read and identify the key elements on the same graphic organizer. Discuss with the students how the elements are the same and different. Ask students to summarize the comparisons and contrasts in a paragraph.
RL3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	By the end of the year, read and comprehend	literature,	including stories, dramas and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	Analyzing	As each literary standard is taught, choose text for students to read that is at the high end of the grade 2 complexity band and increasing through to the grade 3 band. As students utilize this level of text with each of the listed literary standards, require the students to demonstrate their understanding of each standard independently based on the criteria stated (e.g., describe, compare/contrast).

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## Unpacking Chart for Literature Standards (4th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refer  when explaining	to details and examples  what the text says explicitly and when drawing inferences	in a text  from the text	Understanding	After reading a short story, students answer comprehension questions, locating and highlighting the answer in the text . Students can make inferences about a character in the story by listing their actions and thoughts.
RL4.2 Determine a theme of a story, drama, or poem from details in the text, summarize the text	Determine  summarize	a theme of a story, drama, or poem  the text	from details in the text	Understanding	Using a Story Map, students will fill out the chart and determine the theme of the story based on the details given.
RL4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words or actions)	Describe in depth  drawing	a character, setting, event  on specific details	in a story, drama  in the text	Understanding	Students make a bio pyramid to describe in depth a character in a story or drama. (Character's thoughts , words or actions can be used) Line 1 - person's name Line 2 - two words describing the person Line 3 - 3 words describing the person's life Line 4- 4 words indicting a problem the person had to overcome Line 5- 5 words listing accomplishments or solutions to the problem in the story



RL 4.4 Determine the meaning of words and phrases as they are used in a text , including those that allude to significant characters found in mythology ( e.g Herculean)	Determine	the meaning of words or phrases as they are used in a text,	including those that allude to significant characters found in mythology	Understanding	Using Read aloud and think aloud strategies , the teacher will demonstrate one or more context clues to determine the meaning of difficult or unfamiliar words in a text. Students will continue the procedure with new text and words.
RL4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Explain  refer	major differences  to the structural elements of	between poems, drama, and prose, and  poems and drama when writing or speaking about a text.	Analyzing	Present various types of texts to the students (e.g., stories drama/plays, and poems). As each type of text is read, discuss how the text is structured by using a graphic organizer to identify the key elements. Then ask the students to describe the structure of each type of text and how they differ from the others.
RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Compare and contrast  including the difference	the point of view  between first- and third-person narrations.	from which different stories are narrated.	Analyzing	Discuss with the students the meaning of the first and second person point of view and create a chart with examples of each. Choose two stories relevant to the students, and ask them to read the texts and use Post-its to note examples of the different points of view in the text. Then students summarize the differences in a paragraph.

<p>RL4.7</p> <p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>Make</p> <p>identifying</p>	<p>connections between</p> <p>where each versions reflects specific descriptions and directions</p>	<p>the text of a story or drama and a visual or oral presentation of the text,</p> <p>in the text.</p>	<p>Analyzing</p>	<p>Choose a text that has a visual or oral presentation (e.g., movie, play, audio recording) and begin by reading the written text. As the text is read by the students, ask them to identify the key elements. Then ask the students to watch or listen to another version of the text and identify the elements of this version. Next, ask the students to discuss how the two versions are related (i.e., how the voices of the characters reflect their feelings, the description of the setting is presented in movie or play). Then students write a paragraph describing the connections between the two versions.</p>
<p>RL4.8</p> <p>(not applicable to literature)</p>					
<p>RL4.9</p> <p>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>Compare and contrast</p>	<p>the treatment of similar themes and topics and pattern of events</p>	<p>in stories, myths, and traditional literature from different cultures.</p>	<p>Analyzing</p>	<p>Choose at least two texts that are relevant to the students (e.g., family relationships, real life problems) and meet the criteria in the standard. Ask students to read the first text and identify the theme and pattern of events on a graphic organizer. Then present the second text and ask the students to read and identify the theme and pattern of events and record on the same organizer. Discuss with the students how the elements are the alike and different. Ask students to summarize the comparisons and contrasts in a paragraph.</p>

<p>RL4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>By the end of the year, read and comprehend</p>	<p>literature,</p>	<p>including stories, dramas and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Analyzing</p>	<p>As each literary standard is taught, choose texts for students to read that move through grade 4 complexity band and increases to the grade 5 band. As students utilize this level of text with each of the listed literary standards, require the students to demonstrate their understanding of each standard independently based on the criteria stated(e.g., describe, compare/contrast).</p>
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KYAE Common Core Standards

## Unpacking Chart for Literature Standards (5<sup>th</sup> Grade)

Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RL5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	Quote accurately  when explaining  and when drawing	from a text  what the text says explicitly  inferences	from the text	Understanding	Students will use the "right there " strategy and in order to find the answer from the text. Using this information the student will draw inferences about the author's meaning.
RL5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text	Determine   including how   or how   summarize	a theme of a story , drama or poem from details  characters in a story or drama respond  the speaker in a poem reflects upon a topic ;  the text.	in the text,  to challenges	Understanding	Using a story map, students will determine the theme of a story and give examples of how the characters in a story respond to the problem and gain a solution. After reading the story, the students will write a short summary of the story using the story map as a guide.

RL5.3 Compare and contrast two or more characters , settings , or events in a story or drama , drawing on specific details in the text (e.g., how characters interact)	Compare and contrast  drawing on	two or more characters or settings , or events ,  specific details	in a story or drama  in the text (e.g. how characters interact)	Understanding	Students will fill out a Venn Diagram sheet to compare and contrast the characters, settings and events , drawing on specific details from the text.
RL5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes	Determine	the meaning of words and phrases as they are used	in a text including figurative language such as metaphors and similes	Understanding	Present various types of texts ( e.g. stories , poems ) to students. Give each student a yellow highlighter. When the student comes to a word illustrating figurative language such as metaphors and similes they highlight the word in yellow and the class discusses the meanings of the words together.
RL5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Explain how	a series of chapters, scenes, or stanza fits together to provide the overall structure	of a particular story, drama, or poem	Understanding	Present various types of texts to the students (e.g., stories drama/plays, and poems). As each type of text is read, discuss how the text is structured by using a graphic organizer to identify the key elements. Then ask the students to describe the structure of each type of text and how they fit together.
RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.	Describe how  influences how	a narrator's or speaker's point of view  events are described.		Understanding	Discuss with the students the meaning of the first and second person point of view and how the point of the view that the author uses in a text makes a difference in how the thoughts and feelings of the characters are revealed (i.e., first-person-author is the main character

					(I), third-person- author presents ideas of one or more characters (he, she)). Ask students to use Post-its as they read a text to mark examples of how the thoughts and feelings of the characters are described. Then the students summarize their findings in a paragraph.
<p>RL5.7</p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	Analyze	how visual and multimedia elements contribute to the meaning, tone, or beauty	of a text	Analyzing	<p>Choose various examples of text and multimedia that have visuals with specific details. Using the first text, discuss how the details in the illustrations enable the reader to gain a better understanding of the words by creating deeper meaning, an understanding of the tone and adds to the beauty of the text. Choose the next example of text or multimedia and ask students to work in pairs or groups to discuss how the visual and/or multimedia elements add to the understanding of the text. Then give students a text to analyze independently and write a summary of the relationship between the visuals and the understanding of the text.</p>
<p>RL5.8</p> <p>(not applicable to literature)</p>					

<p>RL5.9</p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventures stories) on their approaches to similar themes and topics.</p>	<p>Compare and contrast and their approaches</p>	<p>stories to similar themes and topics</p>	<p>in the same genre</p>	<p>Analyzing</p>	<p>Choose at least two texts that are relevant to the students (e.g., family relationships, real life problems) and meet the criteria in the standard. Ask students to read the first text and identify the theme and topic on a graphic organizer. Then present the second text and ask the students to read and identify the theme and topic and record on the same organizer. Discuss with the students how the elements are the alike and different. Ask students to summarize the comparisons and contrasts in a paragraph.</p>
<p>RL5.10</p> <p>By the end of the year, read and comprehend literature including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>By the end of the year, read and comprehend</p>	<p>literature</p>	<p>including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band</p>	<p>Analyzing</p>	<p>As each literary standard is taught, choose text for students to read that is at the high end of the grade 4 complexity band and increases through the grade 5 band. As students utilize this level of text with each of the listed literary standards, require the students to demonstrate their understanding of each standard independently based on the criteria stated (e.g., describe, compare/contrast).</p>